

LIMITED ENGLISH PROFICIENT (LEP) STUDENT CENSUS DATA COLLECTION WORKSHEET

DO NOT SUBMIT THIS WORKSHEET TO OUR OFFICE. THE LEP CENSUS MUST BE SUBMITTED ELECTRONICALLY.

Why is the LEP Census Conducted?

The LEP Census is an activity conducted in October of each year by the Missouri Department of Elementary and Secondary Education. The offices of the federal government (including the U.S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA), and the Office for Civil Rights require that the LEP census be conducted as a part of the process for identifying the LEP needs in the state and for each state to receive federal funds in support of education for ALL students in the state.

The LEP Census requires that school districts submit accurate data on the following topics:

- the number of Language Minority/Limited English Proficient Students enrolled
- the native or first language for each LEP student enrolled
- a description of the Language Assistance Program being offered for LEP students
- the number of LEP students exited from the ESOL Program
- the credentials of the teachers teaching in the ESOL Program
- the professional development activities engaged in by all teachers serving LEP students

Instructions

Data must be submitted electronically. The electronic LEP Census can be found at <https://k12apps.dese.mo.gov/webapps/login.asp>. **You must have a user-id and password to access this data. NO PAPER COPIES WILL BE ACCEPTED.** Do not return this form to the Department.

Use information compiled for the **2005-2006** school year. In answering the questions on the census, include only those students enrolled in public school. **Charter Schools should be included. DO NOT include private school data with counts. If an "other" response is selected, you must provide the method, test or language on the electronic census.**

Definitions

Language Minority (LM): Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English.

Limited English Proficient (LEP): Refers to a language minority student whose English language proficiency is below that of grade-level and age-level peers. LEP students enrolled should not include LEP students who have exited the LEP category, even those exited LEP students that are in a 2-year monitored status. The students in this category are often designated as former LEP and still considered LEP for purposes of inclusion in determining the state's adequate yearly progress (AYP). However, they are not LEP as per their language status or "limited English proficiency" and should not be reported in this data collection system.

LEP Enrollment: The count of all LEP students enrolled (that is, all LEP students present plus all absent) on October 1. If unable to collect the data from October 1, 2005, use the closest day possible.

Assessed: Number of LEP students who were tested in one or more subjects during the Spring 2006 MAP administration.

Deferred: Number of LEP students who were not tested in one or more subjects during the Spring 2006 MAP administration.

Step 1 – Identifying Language Minority Students

Step 1.1

Provide a count of all Language Minority (LM) students (Pre K-12) enrolled in the district. _____

Step 1.2

Select the method or methods used to identify Language Minority (LM) students even if none are present:

- ☐ Home Language Survey
☐ Other _____ (i.e. enrollment form)

IF YOU INDICATED THAT THERE WERE NO STUDENTS IN YOUR DISTRICT, YOU WILL PROCEED TO THE SUBMIT CENSUS SCREEN AFTER COMPLETING STEPS 1.1 AND 1.2.

Step 2 - Identifying LEP Students

Step 2.1

Does your district have LEP students (Pre K-12) enrolled in the district, NO or YES.

Step 2.2

Select the Language Proficiency Test or Tests used to identify LEP students:

- ☐ Maculaitis Assessment of Competition (MACII)
☐ Language Assessment Scales (LAS)
☐ Idea Placement Tests (IPT)
☐ Woodcock - Munoz
☐ Other _____

Step 3 - Identifying LEP Students by Language and Grade

List the number of LEP students per grade and language. **See LEP Census Language List for a complete list of languages in census.**

Language	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Spanish														
Vietnamese														
Bosnian														
Chinese														
Somali														
Russian														
Korean														
Arabic														
Amharic														
Kurdish														
Other**														
Other**														

****Approximately 90 other languages are available on the electronic census.**

Step 4 - LEP Instruction Models

Step 4.1

Enter the number of LEP students served by instructional model by grade. If the student is receiving services in a variety of models, please place them in the most frequently used method. **Do not provide a duplicate count.** Definition of the models listed can be found at:

<http://www.dese.mo.gov/divimprove/fedprog/discretionarygrants/bilingual-esol/LEPCensus.htm>

Instruction Model	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Structured ESOL Immersion														
Content Based ESOL														
Pull Out ESOL														
Bilingual Immersion														
Two-way Developmental Programs														
Early and Late Exit Programs														
Team Teaching														
"Sheltered" Classrooms														
Resource Classrooms														
Newcomer Centers														
Instruction incorporates student's native language														

Total Program Enrollment number cannot exceed the total number of LEP students.

STEP 5 - Educational Status of LEP Students

Step 5.1

Provide the number of LEP students Assessed and Deferred during the Spring 2006 MAP administration.

Assessed _____ Deferred _____

Step 5.2

Provide the number of LEP students **GRADES 7-12** that were retained (failed to be promoted) following the completion of the school year.

LEP Students Retained _____

Step 5.3

Provide the number of LEP students, in each grade (K-12), who were reclassified as non-LEP and exited the ESL program at some point during, or at the end of, the 2005-2006 school year. Select the method and test used to reclassify for exiting the ESL program. **If a student was reclassified and exited then you have to choose the Method Used and Test Used to reclassify.**

	Reclassified & Exited Students	Method Used (see chart below & please check all that apply)					Test Used (see chart below & check one box per grade level)				
Kindergarten		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 1		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 2		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 3		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 4		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 5		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 6		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 7		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 8		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 9		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 10		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 11		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grade 12		<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
TOTALS											

- A. Language Proficiency Test
- B. Informal Assessment
- C. Teacher Interview/Observation
- D. Parent Request
- E. Student Grades

- 1. Language Assessment Scales (LOS)
- 2. Idea Placement Tests (IPT)
- 3. Woodcock – Munoz
- 4. Maculaitis Assessment of Competition (MACII)
- 5. Other

Step 6 - Teacher Qualifications

Step 6.1

ESOL Teacher Endorsement - Include only those teachers who have completed a full credentialing/licensing program: that is, they have met all of the state's requirements for ESOL endorsement. Emergency credentials and other temporary licensing do not qualify as endorsement.

Provide the Number of ESOL Endorsed Teachers _____

Step 6.2

ESOL Teacher Endorsement in progress - Include only those teachers who are actively pursuing ESOL Teacher Endorsement.

Provide the Number of Teachers Pursuing ESOL Endorsement _____

Step 6.3

Teacher Assignment - Include only those teachers who are endorsed to teach LEP students (meet the qualifications in step 6.1) and who have LEP students in their classrooms.

Provide the Number of Teachers who have LEP Students in Their Classrooms _____

Step 6.4

Teacher Training - Include teachers who received in-service or pre-service training in 2005-2006 specific to ESOL or bilingual education. Include all teachers ESOL endorsed or not. The training must be specific to the needs resulting from students' English Language Proficiency.

Provide the Number of Teachers who have Received In-service
or Pre-service Training Specific to ESOL or Bilingual Education _____

This completes the census. When you electronically submit your data you may use the “back” button on the census screen to go back to the last screen. Once you submit the census, you may not re-enter data. If you find that data has been entered in error, contact our office at 573-526-3232.